DOCUMENT RESUME

ED 083 646 CS 500 338

AUTHOR	Kell, Carl L., Ed.
TITLE	Career Opportunities and Speech Communication Conference Proceedings (Western Kentucky University, April 27, 1973).
INSTITUTION	Western Kentucky Univ., Bowling Green. Dept. of Speech and Theatre.
PUB DATE	27 Apr 73
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Opportunities; Church Workers; Communication (Thought Transfer); Government Employees; Managerial Occupations; *Occupational Guidance; Public Relations; Sales Occupations; *Speech; *Speech Education; Teacher Employment; *Vocational Interests

ABSTRACT

This conference on career opportunities and speech communication centered on the question, "What speech communication competencies are desirable for prospective employees in retail sales, the ministry, government, public relations, teaching, service representation, corporate sales, and in business communication and middle management?" A practicing professional in each field represented the needs and aspirations of employers from these fields. Guidance and career counselors on all levels, it is condluded, must advise anyone seeking employment, especially in the fields noted, to participate in speech communication training in order to be fully prepared for any of those careers. (CH)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 083643

CAREER OPPORTUNITIES AND SPEECH COMMUNICATION

Spring Conference
Paul Garrett Conference Center
Department of Speech and Theatre
Western Kentucky University
April 27, 1973

The conference will explore the question of "employer expectations" in speech communication (within Kentucky and Tennessee) with spokesmen from business, industry, public service, and education. Career spokesmen from these areas will identify and discuss career-related issues along the lines of the conference's central theme e.g., "What speech communication competencies are desirable for prospective employees of your business (service)?"

	Program
8:00 - 9:00 am	Registration, Lobby of the Paul Garrett Conference Center
9:00 am	Opening Session
Welcome:	Carl Kell and Randall Capps, Co-Chairmen
Remarks:	Dero Downing (or his representative) President, Western Kentucky University
Keynote Address:	Rayburn Watkins, President Associated Industries of Kentucky
10:00 - 11:30 am	Career Forum Session I
NOON	Luncheon for Career Comsultants and invited guests
1:30 - 3:00 pm	Career Forum Session II
3:00 - 4:30 pm	Career Forum Session III
Supper	
7:00 pm	Closing Session
	Review of career sessions' results and recommendations
7:30 pm	Address
	Mr. Cornelius Butler, New Initiatives Task Forces, National Institute of Education, HEW, Washington, D.C.

CS 500 338

FILMED FROM BEST AVAILABLE COPY

Career Area Group	Agency	Career Spokesman
Service Representative	Texas Gas Transmission Co. Owensboro, Kentucky	Robert Strohman
Corporate Sales	Broadhurst Company Lexington, Kentucky	Harry Broadhurst
Business Communication & Middle Management	Snelling & Snelling Bowling Green, Kentucky	Henry Horlander
Retail Sales	Kentucky Retail Federation Georgetown, Kentucky	Mack Morgan, Jr.
Ministry	Southern Baptist Convention Nashville, Tennessee	Alice Hagill
Government	National Institution of Education Washington, D.C.	Cornelius Butler
Public Relations	The Mullican Company Louisville, Kentucky	Arthur Klein
Teaching	Western Kentucky University Bowling Green, Kentucky	Randall Capps

Speech Communication Competency in Texas Gas Transmission Corp.

Robert Strohman

Texas Gas Transmission Corp.
Owensboro, Kentucky

Texas Gas Transmission Corporation is a transporter of natural gas through underground pipelines from south Louisiana and Gulf Cost offshore suppliers through eight states located in the Mississippi and Ohio River Valley areas. We serve both distribution and industrial customers.

In our company we have numerous departments. The titles of a few of these departments are as follows:

1. Gas Supply
2. Sales and Industrial Development
3. Engineering
4. Pipeline Operating Department
5. General Administration--such as Purchasing, Personnel, Public Relations, etc.

The communication competency required in the operation of our business will vary from one department to the other, depending upon it's individual function. Our engineering function oversees in terms that are flavored with engineering terminology; our Law Department's conversations are spiced with the usual parties of the first part, etc. Regardless of the purpose of each of our departments there are basics of speech competency that are elementary in every department.

Conversation, whether it be between two people or a small group, should not contain words without an organization of ideas. Mental laziness and haphazard thinking do not contribute to coherent, clear and concise conversation. Unfortunately, our real worth is often understated by our inability to convey our thoughts to others.

The following suggestions, I feel, are a must to have effective speech communication:

1. Thoughts - organize your thoughts so that they will follow in logical order to achieve the point you are trying to make.
2. Details - do not over-emphasize minor details. Even though such minor details may be relevant, in all probability they are not significant toward making your point or conveying your thought.
3. Don't be Euphemistic - "beating around the bush" with words. Use descriptive words that are stimulating and convey your actual concrete thoughts. It is not necessary to be bombastic- but, don't flavor the message with too many condiments.
4. Be Brief - someone once said the reason conversation, speeches and business letters are too long is that it takes thought to make a concise statement.
5. Don't be a Topic Changer - this applies to one-to-one conversation or any group discussion. Hold to the topic until it has been satisfactorily disposed of.
6. Be Sincere - if your convictions are honest and truthful you will not encounter a lot of difficulty in conveying sincerity.
7. Self-Praise - avoid self-praise in any conversation or speech, particularly the overuse of I or me. A by-product of this suggestion is most applicable in giving credit to a co-worker when you have jointly completed an assignment or task satisfactorily and praise is given you by the boss.
8. Commend Others - be alert and observant enough to see the good points and ideas in others.

9. Enunciate Clearly - maintain a pleasant voice and speak with distinction when using "ing", "ly", etc.

10. Read - to be an effective conversationalist requires reading, be it technical, for general knowledge or pleasure a good communicator must read.

11. Silence - Thomas Carlisle once said "silence is more eloquent than words." Silence can be used in a number of ways: to reprimand or rebuke and particularly in refraining from gossip. A good listener is very often thought of as being a good conversationalist.

12. Be Considerate - make certain that what you have to say in conversation is worth taking the time of listeners. This is most applicable to the business office where the practice of visiting from one office or desk to another to another to engage in trivial conversation is keeping someone from meeting a deadline.

What Speech Competencies are Required For the Career In Corporate Sales

Henry Broadhurst

Broadhurst Company,
Lexington, Kentucky

First, let's try to get an understanding of selling as it applies here. Corporate selling can mean selling for or to the corporation which, in turn means selling to the retailer (wholesale), to or for the distributor, or, to or for the manufacturer. We can consider selling in most levels of the service industries, even the highly creative fields such as advertising and life insurance. About the only aspect of selling we are not open to discuss is the retail level.

In my nineteen years as a sales and management trainer, I have had the opportunity to learn much from a great many businessmen in those areas, and I hope to be of some value to you in your career planning.

The potential employment in this field seems almost unending; 1968 figures from the U. S. Bureau of Census indicate 1,600, 000 professional or territorial salesmen (active). That year, the Secretary of Commerce personally urged business community leaders to enroll a million more salesmen and women during the next five years.

A Chicago Consulting firm, Heidrick & Struggles, in a survey of the business background of the presidents of America's leading businesses, indicates that 26% of them came from marketing backgrounds. During one specific five year period checked, 45% of the men chosen for the Chief Executive slot for companies listed on the New York Stock Exchange came from successful experiences as territorial salesmen; corporate sales is an opening to the executive chain of command.

Let's look at a simple definition of selling: it is the communication of ideas about how a product or service will benefit the potential buyer--primarily, it is the art of persuasion.

When we get to the particular career requirements, primary among them must be the English language skills--the ability to communicate what we know to others well enough so that they can make the correct buying decision. Most selling situations demand not only ability with words, but the confidence to enter new and challenging situations day after day--to call on people who have not asked that you call and create an awareness in them of a lack, want, need, problem or advantage which your product or service will help them overcome or accomplish.

As a trainer and businessman, I recognize two basic components in developing confidence; 1, the factor of successful experience and 2, that of knowledge, usually thought of as product knowledge. Few college people will have as many opportunities to develope the necessary elements of

personal confidence as a speech and theatre major. Your role playing and speech assignments should have presented many successful experiences in facing the unknown (perhaps apprehensively, at first) and coming out of these with more self-confidence. Both elements are here: successful experience and knowledge of the most important product in the world--yourself. It's you that we are marketing first.

Asked to list the courses they would advise the sales-minded student to take, the Indianapolis Sales and Marketing Executives listed English, speech and psychology as 1-2-3 out of 12---I'm glad we agree.

The sales career will call for strength in many other areas:

Emotional strength--the creative salesman must live with a lot of 'turn-downs'.
Sensitivity to others--we must uncover hidden or unrecognized lacks, wants, etc.
Industry--effort--the biggest cause for dismissal of salesmen is laziness.
Self-discipline--the sales territory can be looked on as a business, a one-man distributorship--all of its benefits accrue to the results-oriented man who will sacrifice immediate pleasures for the long range objectives of his chosen career.

Speech Competencies Required in the Career Field of Retailing

The ability to communicate effectively is undoubtedly one of the most important assets that a retail business can have. Speech communications competency is vital both internally and externally if a retail business is to be successful. In the management field speech communication is so very important that it rightfully appears most prominently in Management Development Programs, Seminars, etc., which are sponsored by business, industry and educational institutions. Virtually all intercompany training programs at all levels stress speech communication. Speech communication is the foundation for successful selling.

Interpersonal communication, which we hear so much about in business today, is basically speech communication. The ability of each individual within the field of retailing, from "stock boy" to "top management" to communicate effectively with peers, supervisors, subordinates, customers, etc., is vitally important to the success of the business and to the success of the individual.

We would propose that in our discussion (forum) sessions that we discuss the subject of speech communication competencies required in the retail business using the following outline as a guide:

I. Basic voice skills
   - A. Correct pronunciation
   - B. Lack of distracting brogue, dialect or accent
   - C. Pleasant resonence in voice

II. Communications Barriers
   - A. Cultural differences
   - B. Environmental conditions
   - C. Frames of reference

III. Employer-Employee Relationships
   - A. Courtesy
   - B. Giving personal advice
   - C. Delegation of authority
   - D. Making corrections
   - E. Handling problems
   - F. Keeping employees informed
   - G. Holding meetings and meeting participation
   - H. Ability to listen with understanding

IV. Employee-Customer Relationships
   - A. Courtesy
   - B. Salesmanship
   - C. Consumer complaints and misunderstanding
   - D. Credit and credit sales - collections skills
   - E. Ability to listen with understanding

V. Community image and public relations
   - A. Public speaking skills
   - B. Meeting skills (participant and chairman)

Speech Communication Competencies Needed in Government

Cornelius Butler

National Institute of Education
Washington, D. C.

The following competencies may, at first glance, appear to be simply a general list: that is, an all encompassing set of truisms that generally prevail among the preponderance of governmental employees. They are intended to be something more than that. They are intended to represent those aspects of oral communication in which the degree of competency are significantly correlated with levels of responsibility and decision-making. The corollary is also submitted, that an increase in the competency is likely to produce an increase in responsibilities and other indicia of professional advancement.

I. The Variety of Speech Competencies Desirable

The individual should set as a goal the ability to communicate in several different styles, using the vocabulary appropriate for each. The generalist in government service must work with a variety of specialists, and must, if he wishes to receive acceptance within each specialty as an "equal voice", possess facility in at least the basic vocabulary and phraseology preferences of that structure. And the specialist must interact with the generalist and with other specialists, so the challenge exists for him also. Some examples of these different vocabularies and communication styles are the following:

(a) Program Administration

This is a decision-making area where the competition of ideas and the desire to be acknowledged as the person with the "best" comment, answer, or solution is keen. Clarity and strength of diction, a wide vocabulary, and the ability to synthesize one's argument with sparse use of language are necessary, because the chances are that in the "give-and-take" of discussion, no individual

is going to be given ample opportunity to develop his argument while others listen, or to amend, rephrase, or reshape his prior imputs. The message must be formulated while others speak, and interjected at an appropriate time.

(b) Program Planning and Monitoring

This is an activity in which projects underway in various parts of the agency are monitored to ensure that the overall goals of the agency are moving on schedule, according to specified deadlines. The language is necessarily short and crisp, because this operation is involved primarily in maintaining overviews, as differentiated from more sensitive articulations of the complexities of projects. It also uses a vocabulary high in reliance on symbols and acronyms, but one which is not difficult to master.

(c) Contractual Negotiations require ingredients of both (a) and (b). The work here is primarily with individuals and universities which have been funded to perform certain activities. The common ground for negotiation and understanding is the legal contract between the parties. Discussions should attempt to illuminate precisely those understandings and expectations which may be only implicit in the literal wording of the contract, but avoid concepts which the contract cannot uphold. The speaker must continually bring the discussion back to the part of the contract which is the basis of his oral elaboration. In tone, the speaker must be firm without being condescending, because these are discussions with fellow professionals who are devoted to the realization of the same professional goals as the governmental employees.

The ability to be flexible in a variety of situations can become reflective for the reasonably intelligent professional. It can be achieved in the normal course of assignments in the earlier stages of a professional government career. Its acquisition can and should be an enjoyable encounter, a challenge, that will give the speaker an increasing sense of organizational potency. The success of the encounter will be indicated by an increasing difference from one's peers in all oral problem solving, and perhaps in

written communications as well.

II. Psychological aspects of speaking and listening

The governmental agency is competetive; it is also a context with representation from every social, economic, political and geographic sector, and all emotional, intellectual, and professional biases. A sensitivity, therefore, is required that will increase the likelihood that one's speech will not be abrasive and that it will not contain superficial mannerisms that will detract from the inherent value of the message. In recent years we have come to realize that America is not a "melting pot," that individual and group styles remain intact, despite the fact that, as in the government, we work side-by-side with representatives from across a wide spectrum of backgrounds and idiosyncracies. I personally am delighted by this diversity but the challenge is to regulate one's speech in a context that is cognizant of the sensitivities of those other backgrounds, while being proud of one's own background and idiosyncracies.

The following are two examples of this diversity:

(a) The government is an equal opportunity employer and has significant numbers of minorities in its ranks. The pride of these is often indicated in their speech patterns. They rightfully insist, as those of us who are the white middle class do, that their speech preferences be accepted as matters of free choice.

(b) A large number of governmental activities involve communication with representatives of branch agencies in regional offices throughout the country, and therefore with fellow employees with totally different speech preferences.

IV. Special Situations requiring Special Speaking Abilities

(a) Instruction. Each government agency maintains a wide array of in-service programs conducted by its own staff.

(b) "Public Speaking." Most agencies have several professional membership organizations which stress public participation from all members.

(c) Analysis of speech. Most experienced employees are involved in interviews with job applicants and should be adept at speech analysis, to determine an applicants abilities, interests, and approach to responsibilities.

V. Speech and emotional well-being job. The government is often characterized as a "paper-mill." To the degree that this stereotype is true, the value of speech as the antithesis to the limitations of written communication is increased. Speech becomes the principal means for expression and creativity, contributing to the well-being of one's co-workers and giving meaning to the undeniable reality of paper. In the government, speech and its counterpart, "participatory silence," are probably the key vehicles to professional fullfillment and personal happiness.

Alice Magill
Southern Baptist Convention
Nashville, Tennessee

COMMUNICATIONS COMPENTENCIES RELATIVE TO CHURCH VOCATIONS

The purpose of church vocations is to make known the way persons can have a personal relationship with God and to equip these persons so they in turn can share God's love with others. Every verse of Scripture which sets forth this purpose uses as its verb a word denoting communication.

> For after that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching to save them that believe. For the Jews require a sign, and the Greeks seek after wisdom: But we preach Christ crucified, unto the Jews a stumbling block, and unto the Greeks foolishness; but unto them which are called, both Jews and Greeks, Christ the power of God and the wisdom of God (1 Cor. 1:21-24).

> How then shall they call on him in whom they have not believed? and how shall they believe in him of whom they have not heard? And how shall they preach, except they be sent (Romans 10:14-15a)?

Jesus, the most effective of communicators, had a message to communicate; and he used the techniques of his day to do it. He told stories, painted word pictures, made use of questions in a masterful way, read from the Scriptures, and did acts of mercy. His every move communicated his message.

Communication skills are just as important to today's church vocations workers as they were to Jesus if these workers are to be effective in persuading others to believe their message.

Until recent years, there were only about four church vocations--preacher, evanlegist, music-education director, and missionary. The many conditions resulting from population explosion and from the transition of rural to urban living affected the lifestyle of all people to such a degree that the old methods for religious communication were no longer sufficient.

And so today, there are large denominations with complex organizations requiring many kinds of jobs. These jobs become church vocations as persons

utilizing their talents and abilities know within themselves that they are where God can best use them. They communicate the gospel message in their own way. Perhaps they are only a cog in the wheel, but they are a very important cog. And they receive their livelihood from church monies.

Since each church vocation requires communication skills peculiar to the particular vocation, an understanding of the scope of each church vocation is necessary for the counselor/teacher and the church vocations student. These vocations would include those in the local church; division, association, or region; state denominational work such as promotional office, camps, schools, hospitals, children's homes; national denominational work such as boards of missions, publishing house, radio and television agency, retirement board, social ministries.

Almost every school discipline can be used in a church vocation. The communication skills required for such disciplines would apply also to the church vocation.

Students need to be aware of communication dynamics so that they will seek the training necessary to acquire communication skills. A satisfying career in church vocations is dependent upon these skills.

Although some church vocations require specific communication skills, many church vocations require the following skills:

Ability to communicate interpersonally. This requires empathy, the looking into the heart of another. This has been called "listening with the third ear." It is to be able to hear where others hurt.

The use of words is very important because people not only listen with their minds but their hearts. Their personality, value systems, nervous systems, feelings, emotions, and past experiences affect the way they listen. Caution also must be exercised in the use of the language of Zion. In religious circles, there are explosive words which cause communication blockage, such as sex, conservative, liberal. When these words are used,

active listening ceases and evaluation takes place.

Ability to communicate through small group work. The church vocations worker of today must learn to function in small groups. Since he or she is the leader or facilitator of such groups, it is imperative to learn the principles of how groups work.

Ability to communicate to large groups. Historically this has been done through preaching which certainly is an art. This method is still the most prevalent means of proclaiming the message of God's love to all people just as it was in the days of Paul. Many preachers have to deliver at least three sermons a week to all kinds of people--old and young, educated and uneducated, rich and poor, sinners and saints. These require much preparation, practice in delivering of the message, personal knowledge of audience, and a close relationship to God. Feedback for the most part is non vocal, such as posture and facial expressions of audience. (Amens and after-service comments would be the exceptions.) Through this one-way communication, the preacher is in control.

Two-way communication is now taking place through dialog and team preaching. The audience has much more control than in the lecture method, and the feedback can be very threatening to the leader.

All kinds of audio visuals, dramas, and other communication mediae are being used to meet the needs of our culture. There is a real art in finding the right media to transmit the message. Many church vocations workers have to become adept in making their own projected mediae.

The written word is used for large groups in publicity, news articles, and direct mail. Good speakers are not always good writers. This points up the necessity of selecting the person with the kinds of abilities needed for the job.

The would-be church vocations worker should be aware of the importance

of his or her non vocal communication. This kind of communicaton is a constant factor transmitting information about one's self-image--one's needs, values, expectations, goals, perception of other persons. Since many people are unconscious of the image they transmit, the counselor/teacher has the opportunity of helping them understand themselves.

No area of work deals with communications more than church vocations, and almost every method of communication can be used in some church vocation. For this reason, it is essential that the would-be church vocations worker become knowledgeable in the many facets of communications. A school communications department should plan curriculum to meet the varied needs of the student preparing for church vocations.

Mrs. Alice S. Magill
Vocational Guidance Specialist
Church Administration Department
The Sunday School Board of the Southern Baptist Convention

Teaching Careers in Communication

Without a doubt, the possibilities for teaching in the public schools do not look bright at this time. Teaching opportunities at all levels of education for most disciplines appear bleak. Speech communication still remains in a better position than many fields. However, a person interested in teaching one of the areas included within the term "communication" would be wise to leave his goals broad enough that he would not be disappointed at a failure to find the perfect position immediately.

Persons interested in teaching in the public schools should plan their programs of study in such a way that their training would enable them to have a broad understanding of communications and the many areas included under this term. Obviously, one person could not be expected to be equally well trained in such diverse areas as speech science, theatre and mass communication. However, he should understand the relationships existing within the different areas of communication.

Authorities predict that the greatest opportunities for teaching within the near future will be at two-year or community college-level. Although there are no firmly established criteria for employment at this level, one can usually assume the M.A. degree as a minimum requirement.

The general levelling off of enrollment at four year colleges and universities means a general stabilization of faculties in those schools. There will be some needs at this level but these will primarily be for replacements brought about by retirements, promotions, etc.

Although new positions in teaching are limited, there will continue to be some opportunities for persons who are dedicated to that profession.

What Speech Communication Competencies Are Desirable for Prospective Employees in Public Relations?

Despite the fact that, for the most part, professional public relations service tends to conceal itself behind its client's image, there is constant need for speech communication competency and related arts. In some instances the public relations practitioner has occasion to address a group directly. In many instances he or she prepares script, provides props, coaches and stage manages the performance of a client principal before a pertinent group.

Among the direct applications are regularly needed orientation sessions for client staff and employees, to make them aware of PR goals and objectives and to counsel them to attitudes and conduct calculated to achieve such ends. Often it becomes expedient or advantageous to represent the client directly to its several "publics." The PR person may conduct a press conference or host a press reception or tour. He or she may conduct orientations or guided tours for visitors to the client's operations. He may make platform appearances before civic, church, professional, trade, cultural or hobby groups in the name of the client. Or, as part of the program of communicating the desired image for the client, he may appear before any or all of these groups, identified with his client but speaking on behalf of a community project or service. On occasion, he may participate in a radio or TV interview or panel discussion.

In most instances, he would prefer that the spokesman be an employee of the client organization--ranging from chief executive to hourly worker, depending on the occasion. Ideally, in all such cases, the PR consultant should have the opportunity to consider guidelines for the presentation. Frequently, the employee who will appear both needs and wants total preparation by the PR personnel. The list of such occasions is likely to include not only all those listed in the preceding paragraph but also: management presentations to the organization's own personnel, to shareholders, to financial factors such as security analysts, to trade association meetings, conventions, legislative hearings, courtroom hearings and numerous other oral communication opportunities.

In such situations, the PR practitioner will find himself preparing the script for oral presentation, providing props for visual reinforcement of the spoken word and often planning and controlling much of the attendant circumstances such as determining sequency of agenda, display of materials, staging of demonstrations and exhibits, lighting, amplification and sound effects and accompaniments. Last but not least, he may be called upon or volunteer to coach the presenter in techniques or delivery and platform conduct.

In some instances, PR personnel may be called upon by sales management, sales promotion and sales training departments to assist with presentations in their functions. It's not unusual for a large sales meeting to be highly theatrical and to entail the most sophisticated facilities and techniques of modern theatre.

Thus, the full range of speech and theatre arts--even to the inclusion of music and dance on occasion--are applicable in the public relations function.

POST CONFERENCE REMARKS

Carl L. Kell, Project Director

"What does a person do with a degree in Speech?" Students and teachers alike have tried to answer this question for years--often successfully, often unsuccessfully. The Speech Communication addressed its eighth Summer Conference in July, 1972, to the subjects of career education and speech communication as an institutional response to the aforementioned problem.

As a participant to the SCA Summer Conference in July, 1972, I was impressed by the impact the participants and the consultants felt and shared over the various career areas that were analyzed and discussed. Yet, for the conference to have made a dent in the problem of advisement, these men and women needed to carry the materials and good ideas from the conference to their respective colleges and universities. In perhaps innumerable cases, undergraduate advisement and enrollment on a person-to-person basis has increased as a result of the SCA Summer Conference. The 1973 Western Kentucky University Conference was an institutional response to the problem and we hope it met with similar success.

"Career Opportunities and Speech Communication," was and remains as the only state conference on undergraduate advisement in speech communication to have spun off from the SCA Summer Conference or to have developed apart from that national summer program. The one day conference was supported by the Kentucky Association of Communication Arts and the Tennessee Speech Association. Over one-hundred students and teachers from both sponsoring states participated in the conference conducted by nine career area consultants. As a purely partial observer and director of the conference, it is my judgment that these consultants supplied materials and critical insights on balance as meaningful

as the "parent" SCA Summer Conference.

These nine consultants, in addition to the conference's keynote speaker, received no financial support for their work because the leadership was unable to provide such remuneration. At the same time, Dean Paul G. Hatcher, Potter College of Arts and Humanities, and Dr. Randall Capps, Chairman of the Department of Speech and Theatre, both of Western Kentucky University, provided financial support, available conference space, and supportive leadership. Without the work efforts of these gentlemen, the conference would not have been the success that it was.

In a word, such a conference or other needed ones in the field of speech communication can be conducted on a shoestring budget. There was no fee for the conferees. The only costs entailed were spent in the areas of mailings, typing, duplicating, meals, and numerous man hours by the consultants and the conference leadership.

The materials found in the consultants' position may range in your taste from simplified advice on good interpersonal communication to some unique ideas on interpersonal and business communication. I hope that you have found this summary of the conference interesting and helpful. The consultant's papers and subsequent discussions dealth with real, garden variety communication situations that require training in speech communication. For your undergraduate advisement program there is good advice here. Take it.